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extension review

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A Major International Dimension For U.S. Colleges Of Agriculture—An Imperative

2 Extension Review

*Excerpted from the
1984 Seaman A. Knapp
Memorial Lecture
by E. T. York
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Chairman of the Board
International Food and
Agricultural
Development*

Our Nation's agriculture has the capacity to substantially increase its output. The future well-being of the American farmer and related businesses and industries will be impacted greatly by the farmer's ability to market his increased production at prices sufficient to ensure reasonable returns. The future growth in demand for U.S. agricultural commodities, however, will, for the most part, neither be in the United States nor will it occur primarily in the more industrialized countries of Western Europe and Japan, which account for approximately two-thirds of our current agricultural exports. As in the United States, these countries are experiencing a relatively low rate of population growth and have reached levels of consumer income and food demand where further substantial increases in per capita consumption of agricultural commodities cannot be expected.

Export Market Potential

The greatest potential for growth in demand for U.S. agricultural commodities is found in the middle-and low-income developing countries. This is where major food deficits now exist, where the most rapid rates of population growth are occurring, and where there is the potential for substantial increases in per capita food consumption. As consumer income and living standards improve so does per capita food consumption. This export market potential will be realized as these Third World countries improve their economies.

International Dimensions

Just as resident instruction programs can give the college student a better understanding of such matters, the Cooperative Extension Service (CES), through its public affairs educational programs, can help farm families and others gain a better appreciation of international issues.

Incidentally, let me commend the Extension Committee on Organization and Policy for the excellent policy paper on "The International Mission of the Cooperative Extension Service." The paper recognizes the vital role which the CES can play in U.S. international agricultural development programs as well as in domestic educational programs "aimed at assisting farmers" in gaining a better understanding of the international dimension of our agricultural commerce with other nations. The implementation of the policy proposals set forth in this paper would provide a significant international thrust to the programs of the Cooperative Extension Service which I believe is greatly needed.

Let me also commend the Experiment Station Committee on Organization and Policy (ESCOP) for its 1984 paper dealing with research related to agricultural trade. This report points out that efforts in trade research are quite limited. Furthermore, most of what is done is fragmented and scattered — doing little to help domestic producers deal with the complex problems as well as effective trade strategies and policies. Much of this work should, obviously, be directed toward Third World countries where large potential markets for agricultural products exist.

The Title XII Collaborative Research Support Program (CRSP) is demonstrating in dramatic fashion how research programs, carried out cooperatively between the United States and developing country institutions, are benefiting the agriculture of both the United States and the developing countries. This further emphasizes how our own domestic agricultural interests may be served through cooperative efforts with Third World countries. These are activities and areas of emphasis which U.S. colleges of agriculture should give significantly increased attention as a part of their ongoing responsibilities. And this should be done whether the colleges are involved in foreign development assistance efforts or not. I would add, however, that if such an expanded international dimension is built into the college's regular ongoing programs, they should greatly enhance their ability to contribute meaningfully to the Nation's foreign development assistance program.

Summary Observations

Perhaps the essence of my remarks could be summarized by drawing upon the observations of a perceptive colleague in the Agency for International Development who has been a close observer of AID-university relations over the past three decades:

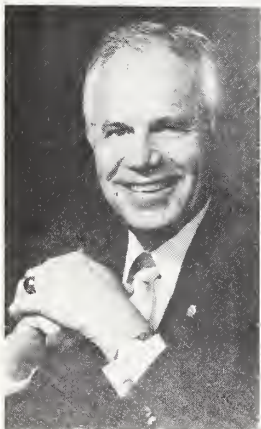
"Often we find ourselves thinking as if it were somehow unnatural for a university to assume any obligations for international work. Yet perhaps such programs are not nearly as esoteric as many activities totally accepted as normal. Why is it less organic (to a university's interests) to equip the university with experience and knowledge about the developing parts of the world where its students or faculty may one day work and where its farmers now find their markets, than to equip it to work in astronomical observations of the stars where it is unlikely that any of its students or faculty will ever visit? Why should faculty be reluctant to develop language capabilities to deal competently with foreign friends or adversaries? How can scientists accept geographic boundaries on the sources (or applications) of their knowledge? Can we really believe students, preparing now for careers which peak two decades from now, are well educated if taught entirely by provincial teachers?

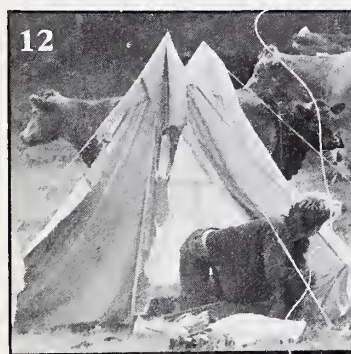
Can the "publish or perish" drive be allowed to so tyrannize young faculty that they dare not tackle tough problems in their international contexts for fear of reducing the number of publications and thereby their promotional opportunities?

"Today, university leadership must recognize that its own constituents' interests, its students' careers, and its own moral reasons for existence cannot be solved by treating science as if it were bounded by state lines, students as if they were to live in isolation from world affairs, and their general publics as if the economic destitution or progress of the poorer countries did not matter."

With such a challenging statement, I would "rest my case."

E.T. York, 1984 Seaman A. Knapp Memorial Lecturer.





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Cover photograph and photographs for "4-H And The Peace Corps: A Successful Partnership," pages 10 and 11, courtesy of the Peace Corps.

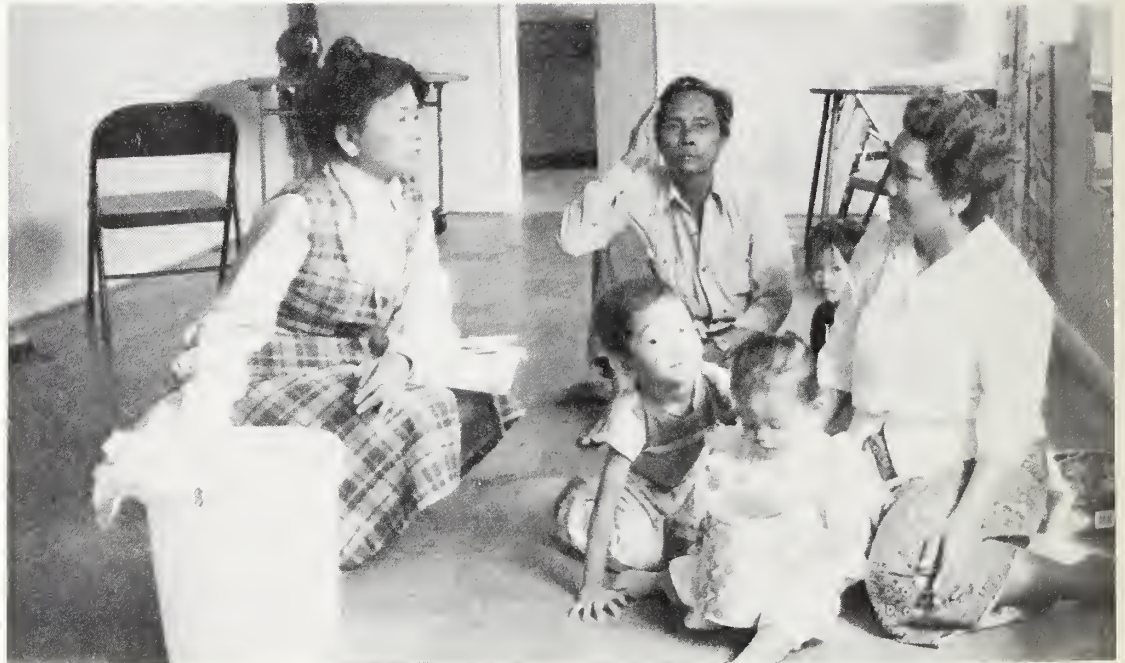
Southeast Asians Find The Mainstream

4 Extension Review

William C. Burleson
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A nutrition and family adjustment program initiated by Arlington Extension and funded by Virginia State University Extension has helped more than 1,500 Southeast Asian refugees in Arlington County, Virginia. Top Left: Martha Copenhaber (center), Extension agent who directs the program, discusses visits to refugee families with technicians Narin Jameson (left) and Kim Phan (right). Bottom Left: Naeary Seng (left), Cambodian technician, explains to a Cambodian refugee family how to use diaper pails.



Photographs courtesy of Virginia Extension, the Virginia Cooperative Extension Service Magazine.

Helping the poor by providing normal social services is an everyday occurrence, but helping poor people who don't understand English, food stamps, running water, electric bills, and how to deal with Americans is a special task that takes special people.

Special people like Luong Phi Phung, who survived an escape by boat from Vietnam, and Neary Seng, a former Cambodian diplomat, have formed an Extension team to help Vietnamese and Cambodian refugees trying to adjust from a rural Asian lifestyle to urban life in Arlington, Virginia.

Study Underlines Need

Nearly 10,000 refugees live in Arlington and many are not of the professional classes that are so visible in the media. Two Arlington Extension Technicians, Audrey M. Moten and Nettie W. Donaldson, noticed that a large number of the community's new arrivals from Cambodia and Vietnam were at the bottom of the community's economic totem pole—even lacking the resources to buy shoes for their children in the winter.

Their talking with Arlington home economics agent, Mary R. Eyler, resulted in a local Extension study that found that few needed Extension's help more than the refugees. County records show that more than one-fifth live below the poverty level in the county. Many come from very rural backgrounds, speak no English, and are illiterate in their own language.

Establish Adjustment Program

The study prompted the establishment of a nutrition and family adjustment program in March 1983 with part-time help from the Arlington County Extension office and funding from Virginia State University Extension.

The program has reached more than 1,500 refugees from Cambodia and Vietnam who now live in the county. Although the bread-and-butter portion of the program is nutrition, Extension has organized three 4-H clubs with 140 members in the Arlington County neighborhoods with high concentrations of Southeast Asians and an apartment orientation course that helps those refugees who are unfamiliar with urban living.

This fall the program was budgeted as a permanent program by the Arlington County government.

Martha M. Copenhaver, the 1890 Extension agent from Arlington County who directs the program, says, "We have learned that Americans must stay in the background. That is why we use four technicians, two Cambodians and two Vietnamese, to work with the refugees."

Technicians and Translators

Neary Seng, a Cambodian, and Luong Phi Phung, a Vietnamese, have been with the program almost since its inception. The two part-time technicians are Narin Jameson and Kim Phan. Jameson is Cambodian and Phan is Vietnamese. Both work at translating the information that goes into the educational material as well as working with the individual families. All teach in a targeted neighborhood that contains a large number of Southeast Asian families.

"We conducted an in-depth training program for the technicians at the Extension office," Copenhaver says. Since June 1982, the program has published more than 100 bilingual publications concerning a wide range of nutrition and house-keeping/management subjects.

"Whenever possible, the educational materials given out contain both English and the native language," says Copenhaver.

Working with the Cambodian and Vietnamese families also is a good opportunity to help them become adjusted to their new homes—usually apartments. "Living in the United States in an urban apartment is a frustrating experience for the refugees. That is why the apartment living orientation program is so important," says Copenhaver.

Many Donations

Several Extension homemakers are organizing English classes for the women who stay home. Many county residents have donated furniture, clothes, tomato plants, and food for the program. Contributors include businesses, industries, and civic organizations throughout the community.

The program has drawn its formal support from a variety of sources. A grant to help print some of the material has come from the William and Lora Hewlett Foundation through the Virginia Home Economics Association. In addition to support from the federally funded Expanded Food and Nutrition Education Program, dollars come from the 1890 program at Virginia State University, the Virginia Cooperative Extension Service, and from federal grants, making the program a model of private and public funding at local, state, and federal levels.

Recently, the 1890 program at Virginia State and County Extension allocated funds to hire 2 follow-up workers for the program. Part of the funds will support a Laotian technician who will work with the Laotian community.

Program Being Accepted

Refugees are beginning to show acceptance of the new program. Many participants now come to the program on the recommendations of other refugees.

There also are 140 refugee children in the three 4-H clubs. Many of them have participated in the urban gardening project.

"You can't change a lifetime of habits overnight," Copenhaver says.

"If we can educate these refugees in all Extension offerings, as well as other services in the county, these new residents will have a fuller, happier life in this country." □

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Spreading The Word About FSR

6 Extension Review

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During recent years Farming Systems Research (FSR) has become a major agricultural development strategy throughout the emerging world. This strategy emphasizes the applied flow of agricultural information and technology and, from the very outset, seeks to make the farmer an active partner—a member of a problem-solving team who tests ideas, promising alternatives, and technologies.

A theory behind this strategy holds that if farmers actively share their methodology with researchers and take risks to find alternative solutions and changes then the result will be a much higher probability of widespread adoption than the traditional recommendations of experiment station research. However, FSR as a development strategy, is not intended to replace experiment station research, but rather to complement it in a highly dynamic and realistic fashion. The farmer is a key to the strategy because FSR views farming as an integrated system and the farmer as manager of that system.

What FSR proponents are doing in the fields and on the farms of Africa and other developing areas is what Extension specialists have been doing for a long time rather successfully in the advanced countries. Extension workers routinely develop educational programs around needs assessments with a high degree of sensitivity toward why farmers do what they do.



They then call on Extension specialists not only to interpret results of experiment station work, if applicable, but to assist in setting up onfarm trials and demonstrations on everything from new varieties, pesticides, and machinery to new cultural practices.

The farmer remains a partner and risk taker at every bend in the road; one who ultimately decides, within the context of economics and other realities, what will be willingly adopted.

Farmers, in any area, are by nature independent and conservative; they are high risk takers provided they are convinced of the wisdom behind the risk. The trust bond between the



Extension worker and the farmer is a sensitive and carefully nourished relationship which rides rather precariously on the continuing credibility of the former.

Shared Risks

FSR researchers cannot wait for "full information" on any aspect of research before venturing a recommendation. Full information is *never* at hand. Data is *always* "forthcoming." In the meantime, farmers continue to farm, to take risks, and to win or lose.

FSR researchers, in order to become credible among farmers, must take some risks as well. The FSR researcher should make a mental projection and share with farmers the recommendations they would follow themselves in order to survive, improve, and provide for their own family on that land!

What of "wide-spread adoption"? Many FSR teams in the field do not confront this question or the methodology of extending onfarm tested innovations and change.

FSR Basics

Before any real gains can be made, FSR practitioners must accept two basic notions. First, if extension of results is not nonformal education at every stage, then it is not extension. Second, if FSR is not extension of results or closely related at every stage, then it is probably not FSR.

Most FSR guide books give practitioners a list of sequential procedures to follow in order to carry out farming systems research as opposed to the more basic kind. Most proponents generally agree that the FSR sequence must include at least the following major activities: 1. targeting and research area selection; 2. identifying problems and developing a research base; 3. planning onfarm research; 4. analyzing onfarm research; and 5. extension of results.

The selection of target groups and program areas is essential to all Extension programs. It follows, then, that well-known concepts in Extension programs can be used to accomplish this FSR activity.

Problem identification and the development of a research base can profit by needs assessment and program rationale techniques. Planning onfarm research is a process almost identical to demonstration program development in Extension.

Important Throughout Process

Extension practitioners must be party to FSR at every step of the process, especially the analysis of data. The research community and major donor organizations currently assume that extension of FSR results on a wide front is something that happens by itself or via national Extension Services *after* the other steps in the process have been executed. They also confuse this dissemination as some sort of information appendage of research. They are wrong. It is something that happens at every stage of the FSR dynamics, or it likely (along with the desired "wide-spread adoption") doesn't happen at all.

FSR ideally is a process through which farmers needs and research capabilities may become a common theatre of activity. This cannot happen without a third actor, namely Extension. It should be obvious, then, that maximizing the desirable dynamics is best achieved by having Extension personnel involved at every stage of the FSR formula. Evaluation should be cyclical, not linear. Modifications should be made when required, thus ensuring the flexibility of the process. The shared efforts of research, Extension, and the farming community can provide the critical ingredients for successful FSR accomplishments everywhere. □



In the fields and farms of developing countries (such as Lesotho, Southern Africa shown here) Extension specialists in Farming Systems Research (FSR) work hand in hand with native farmers to promote the wide-spread adoption of agricultural technology

Passports To Understanding

8 Extension Review

Karen L. Varlesi
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Launing

4-H members and leaders from all over Michigan had an opportunity to experience the world in 2½ days this summer through 4-H Exploration Days. More than 3,500 persons participated in this unique annual event on the campus of Michigan State University (MSU).

"The purpose of Exploration Days is to encourage young people to expand their knowledge in a subject area of their choice," says Judy Ratkos, Extension associate and coordinator of the event. "Participants choose from about 200 'learning options' on topics ranging from computer programming and electronics to television production, stress management, and veterinary science."

Learning Activities

To commemorate International Youth Year, this year's theme was "4-H—A Passport to Understanding." The event featured a wide variety of learning activities in the areas of international foods, currency, religion, dance, clothing, crafts, customs, and cultures.

Some 4-H'ers learned ikebana—Japanese flower arranging—or origami—Japanese paper folding. Others explored the problems of hunger and famine with international agricultural experts. Other learning options included toys from other countries, Christmas traditions around the world, international crafts, careers, dance, food, and a look at how the "Motown sound" originated from Nigerian music.

On two afternoons, 4-H members and leaders attended an international bazaar that featured "action booths" representing 40 countries, including Brazil, Greece, Egypt, Spain, Zimbabwe, China, Japan, Pakistan, and Australia. Participants learned how to write their names in a foreign language, observed food demonstrations, learned a new international craft, and talked with MSU students from foreign lands about their cultures.



Foreign Countries Represented

George Laryea, of Ghana, organized a booth that included a kente cloth, smocks, sandals, a fertility doll, fine gold crafts, and pictures of Ghanaian schools and harvest festivals.

"This kind of international experience is important, and there should be more of them available to young people in the United States," says Laryea, a member of the MSU Ghana student organization. "American school children tend to be fairly isolated from what's happening in the world, and this 4-H event provides an objective international experience."

Several 4-H members from other countries also attended Exploration Days. Included were International 4-H Youth Exchange (IFYE) participants from West Germany, Norway, and Sweden, and 12 young people from the Dominican Republic who were in Michigan for a month-long stay to learn more about rabbit and poultry production.

"There are so many interesting people and activities here at Exploration Days," says one Genesee County 4-H'er. "It's difficult to choose. I just don't want to miss anything."

Organizing The Event

How do you put together an event as large and comprehensive as 4-H Exploration Days?

"With a lot of cooperation and organization," Ratkos says. "We start planning for it at least a year in advance and rely on support from state and county staff members and adult and teen volunteers."

Other 1985 International Youth Year efforts in Michigan include an issue of the *Michigan 4-H Leader* magazine devoted entirely to 4-H international programs and a video segment that aired on television stations around Michigan. □

More than 3,500 4-H members and leaders attended 4-H Exploration Days last summer and interacted with people from 40 countries on the campus of Michigan State University. The theme was "4-H—A Passport To Understanding." Here, Amy Rockwell (left), a 4-H member from West Branch, Michigan, cannot hide her excitement at meeting Yukako Bauno, a Japanese LABO exchange visitor.

4-H Festival— A Cross-Cultural Event

Extension Review 9

Washington 4-H is justly proud of its international involvement. This year they've sent 24 people to Japan, an IFYE (International 4-H Youth Exchange) to Switzerland, and 2 IFYE ambassadors to Europe. Eight families are hosting IFYE's from Norway and Switzerland.

Last summer 92 families hosted Japanese youth in the 13th year of the 4-H/Japan Exchange; 12 more hosted IFYE's from Australia, Taiwan, and the United Kingdom.

But Washington doesn't want to give the impression that you have to go abroad to have a cross cultural experience. There are many inter-cultural opportunities right here at home.

Yakima County 4-H has proved it with an 80-member club that presented its 3rd annual Cross-Cultural Community Festival this year.

Rich Cultural Diversity

Yakima County, in south central Washington, has a rich cultural diversity. One of the 4-H clubs, the Warriors, demonstrated their cultural awareness to wide acclaim in a multicultural community festival, first performed in 1983.

The event nicely combines the cultures of the Yakima population, featuring native American, Asian, Hispanic, and pioneer dancing, and African games, songs, and dances.

"It all began with a \$300 4-H Community Pride grant from Chevron, USA, Incorporated, in May of 1982," says Chris Jackson, Yakima County 4-H agent. "This provided the seed money for our project and combined the coordinating skills of Charles Pattillo, 4-H aide, and Rick Cortez, Adams Elementary School principal, with volunteers to put on a festival.

Over 20 volunteers, including parents, work with the 9- to 12-year-olds to produce the cross

cultural event. They make costumes, teach choreography, assist at rehearsal, and provide transportation for the young performers.

Other Activities Started

The Warriors Cultural Festival has attracted others to perform with them. The "Make 'Em and Create 'Em" 4-H Club added Hawaiian dances during their 1983 performance. Some volunteers have gone off to start cultural activities with other groups.

Volunteer Sonja Rodriquez and Esperanza Botello, a teen 4-H leader, started a Mexican embroidery and beadwork project in the "Chrystalletes" 4-H Club, in a nearby town.

The Warriors have been invited to appear at the 4-H Leader's Forum in Wenatchee this fall. An audience of about 350 4-H volunteer leaders from all over Washington State will view this close-to-home intercultural event. □

Lucille A. Linden
*Extension 4-H Youth Specialist
Washington State University, Pullman*

This year, at the 3rd Annual Cross-Cultural Community Festival, the Warriors, A Yakima County 4-H Club in south central Washington, demonstrated their multi-cultural awareness with a festival that featured Hispanic, native American, Asian, and pioneer songs and dancing.



4-H And The Peace Corps— A Successful Partnership

10 Extension Review

*Mervin Fitzgerald
Staff Writer
Peace Corps
Washington, D.C.*

4-H has been closely associated with the Peace Corps since the international development agency began in 1961.

In the early days, the 4-H Foundation provided training for Peace Corps volunteers. Shortly thereafter, in March 1962, 43 Peace Corps volunteers arrived in Brazil to help develop 4-H rural youth clubs.

The Peace Corps volunteers filled a great need in Brazil, due to the extreme shortage of Extension workers there at the time. The volunteers recruited and trained hundreds of new leaders and worked with clubs on exhibits, tours, judging events, and achievement days.

Based on the initial success of this Brazilian project, 4-H/Peace Corps initiated similar programs in Venezuela, Uruguay, Malaysia, and El Salvador. The Peace Corps is no longer in these five countries, but 4-H/Peace Corps programs continue in many of the 60 countries currently served.

These programs produce reciprocal benefits. Most Peace Corps volunteers who work in 4-H projects have had many years of experience in 4-H clubs in the United States. 4-H leaders and youth can aspire to Peace Corps service, thus providing motivation to learn and develop useful skills through participation in their local 4-H group.

Returned Peace Corps volunteers can share their international experiences with 4-H clubs here. The members can gain knowledge about other countries, and expand their 4-H international education programs.

Serving In Thailand

The Peace Corps benefits through its successful programs working with rural youth across the world. One of the most outstanding 4-H/Peace Corps pro-



grams is in Thailand, a country situated in the Indochinese Peninsula, bordered by Burma, Laos, Malaysia, and the South China Sea. An ancient and once powerful kingdom, Thailand, which means "land of the free," is a land of diversity. Ornate temples and palaces, magnificent flowers, and colorful festivals contrast with rice paddies, small farms, and villages.

Fifteen of the approximately 200 Peace Corps volunteers serving in Thailand work with 4-H groups. Each volunteer is assigned by the Thai government to a particular Thai province, where he or she will work with the area youth under the local 4-H Extension agents.



After settling into their new community, where they spend 2 years, the Peace Corps volunteers go out and assess the local programs. Sometimes they form new 4-H groups, sometimes they work with existing groups. Some volunteers work with the same groups during their whole tour of duty; other volunteers move from group to group, lending their skills where they are most needed.

All Peace Corps volunteers learn the local language of the country in which they serve, but it is especially important for the volunteers working in 4-H programs to become fluent in Thai. They work directly with the youth, so it is vital for them to be able to converse easily with the children.

Projects Differ

Thai 4-H meetings are similar to meetings here in the United States, but the projects are somewhat different, due to the difference in cultures. Although the Peace Corps volunteers build on the interest of the youth in planning their projects, sometimes they draw upon their own knowledge and enthusiasm to involve the club in an original idea of their own.

One volunteer in Thailand arranged for a plot of land to be given to the 4-H club by the community. The members planted sesame seeds on the plot and maintained, harvested, and sold the seeds. The marketing of their product was easy, since sesame seeds are a very popular cooking supplement in Thailand. The 4-H members earned much needed money and learned new agricultural skills.

Another volunteer helped the local 4-H youth introduce goats into their village. The people there are Moslem, and do not eat pork, so there was a need for an alternate protein source. The 4-H club filled this need, and the goats now provide meat and milk to the villagers.

Satisfying Work

Peace Corps volunteers working with 4-H in Thailand find their work very satisfying, especially the personal friendships they develop with the youth club members. They feel confident that the youths will continue the projects when the volunteers have returned to the United States.

Another indication of the degree of satisfaction is the very high extension rate of volunteers working in the Thailand 4-H program. One-third of the volunteers stay longer than their original 2-year commitment.

The Thai people have expressed their appreciation and support of the volunteers many times. According to Robert Charles, Peace Corps country director in Thailand, "The biggest impact we've had, short- or long-term, is that the Peace Corps volunteers become catalysts, bridging different groups of people and getting them to work together."

Productive Collaboration

The longstanding partnership between the Peace Corps and the 4-H Foundation has resulted in increased international understanding, successful 4-H programs in many countries across the globe, and innovative programmatic developments in the Peace Corps.

The Peace Corps will soon be celebrating one quarter of a century of overseas work helping people in developing countries help themselves through "people-to-people" assistance.

Hopefully, the Peace Corps and the 4-H Foundation will continue their productive collaboration for another 25 years. □

Since the Peace Corps began in 1961, 4-H has been a viable partner in 60 countries currently served by 4-H/Peace Corps programs. Left: 4-H Extension agent Robert Thompson promotes improved gardening techniques in the Amphur Pathumrat area of Cambodia. Above: Peter Langseth (right), a Peace Corps volunteer and an Extension agent, talks with a member of a 4-H Club on her chicken farm in Petchaburi Province, Cambodia. Below: Langseth visits a swine breeding project owned by a Donsai Village 4-H Club in the Amphur Kaoyoi district, Cambodia.



Wilderness Challenge Works Magic!

12 Extension Review

Mary Ann Johnson
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Blacksburg

The 4-H Wilderness Challenge program currently involving nine Virginia communities and over 120 youngsters, is funded by the Virginia Department of Criminal Justice Services and aimed at reducing juvenile delinquency and producing socially responsible young adults.

Above: Youngsters learn to master a canoe on the Rappahannock River. Below: "Guests" visit the campsite in the morning. Right: Pounding in tent pegs is always the first step in setting up camp.



4-H can work magic in youngsters' lives. Nowhere is this more evident than in the life of a 16-year-old youth named David. He had been expelled from school and had attended a correctional school when some adults who knew him suggested he join Virginia 4-H's Wilderness Challenge program.

David became involved in learning the skills it takes to live in the wilderness after help by volunteer leaders. Along with other youngsters, he began to prepare for wilderness outings.

David soon felt the excitement of long distance back-packing along the Appalachian Trail, the thrill of the underground world of caving, and the satisfaction of guiding a canoe over a scenic river.

Elected Club President

After his year-long adventures with the Wilderness Challenge group, David joined a 4-H club in his community and soon was elected president.

"The volunteer leaders and I were as surprised as he was when he was elected," says the Extension agent. "There was concern about his skills to take on the leadership role. But the

members had elected him and he was ready to try." David served as president for 6 months.

But his past problems had not been settled. Because the justice system works slowly, problems from the past still had to be resolved and he was again sent to a correctional school. "It was a case of the president of 4-H club in a correctional institution," says the agent. "Not the usual image."

But 4-H can work magic. "The Wilderness Challenge program is aimed at establishing the kind of caring environment that can effect enormous changes," says Franny Gryl, program coordinator. "We teach everyone to respect each other. The leaders are not authority figures, but caring group members themselves."

Started With Grant

The Virginia Wilderness Challenge program began in 1981 with a grant from the Virginia Department of Criminal Justice Services to provide outdoor adventure activities that would produce self-directing, socially responsible young adults and to help reduce the incidence of juvenile delinquency.

In 1982, the program included four pilot units with about 45 youngsters. In 1985, there were nine Virginia communities involved in Wilderness Challenge, with 12 groups composed of over 120 youngsters.

For David, the Wilderness Challenge program put him in contact with a very supportive group of individuals his own age. The club members wrote letters to him during the 6 months he was away, and, on at least one occasion, visited him.

With that kind of encouragement David was able to complete his stay in the correctional school successfully, including completing the school work, which is part of the program.

Extended Family

For David, and for other youngsters like him, 4-H functions as an extended family, meeting needs for acceptance, support, reassurance, structure, and personal growth that for some reason are not being met in the youth's natural home environment.

"The group becomes a mini-society," says Gryl, "in which different leadership roles emerge, and decisions are made and carried out. Every person is valued as an integral group member."

As the youngsters gain confidence in their roles in the Wilderness Challenge club, it is easier for them to see how they also have roles to play at school and in society at large.

David went back to school. The principal of his school, who knew him well through the troubles, commented that there was a difference. David's attitude changed for the better. He seemed much more open about learning. David himself is not sure he will stay in school. He has debated dropping out.

David is a teen leader in his county now. He comments that "sometimes the kids won't listen to me. Sometimes I have to yell."

Volunteer Leaders' Role

The key to the success of the Wilderness Challenge program is the volunteer leaders.

Along with the Extension agents who are involved, the volunteer leaders participate in a 9-day training session consisting of both outdoor living skills and human interaction skills. Gryl conducts the training in cooperation with several other resource people.

"The training seminar for volunteers costs approximately \$2,000," says Gryl, "but we estimate that the volunteer contributions are worth close to

\$300,000 in time and energy given back to the Wilderness Challenge program."

The current program has about 70 leaders who participate in the outdoor activities and another 50 in support roles. Together they contribute over 48,000 hours a year.

Cost-Saving Program

Approximately 300 youngsters have been in Wilderness Challenge. Gryl notes that they can identify a minimum of 30 youngsters who have been diverted from state learning centers.

Just looking at the economics of the situation, she calculates that if each of the 12 Virginia clubs keeps one youngster out of a state correctional school for one year, the savings to the state would be \$126,000. "There is no way to calculate lifetime benefits to the youngsters," she says, "or to society for that matter."

Nationally, 7 out of 10 juvenile offenders will become re-involved with the justice system. "We know from many national studies that one way to make a difference in their lives is to involve them with adult volunteers who really care," says Gryl.

"In David's case, we don't know what will happen," she remarks. "We do know that he has taken some very positive first steps toward straightening out his life."

"What greater investment can a society make than helping youth acquire the skills and self-image they need to become positive and self-directing members of their world," adds Gryl. □



4-H Alumna—Delegate To Japan

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Stu Sutherland
Public Affairs
Specialist
Extension Service,
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Representatives from five youth organizations went to Japan as the U.S. delegation to the International Youth Year (IYY) Conference in July 1985. Right to left are: Geri Kam, California, representing 4-H Extension Service, USDA; Shari Keyser, Pennsylvania, representing the Boys and Girls Clubs of America; Beth Corcoran, New York, representing the Police Athletic League; Aline Gioffre, Maine, representing the Multiple Sclerosis Collegiate Association; and Correll Jones, New York, representing the Vocational and Industrial Clubs of America.



Geri Kam, a 23-year-old 4-H alumna from California, with 4 years as a member and 5 years as a volunteer leader, represented the Cooperative Extension Service and USDA's nationwide 4-H program while in Japan. As a member of a 6-person American youth leaders delegation, Kam played a key role during the July 18 to August 2, 1985, Japanese IYY (International Youth Year) Celebration.

Kam's many earlier achievements well prepared her for her role as a youth delegate—and as a representative of the 4-H program with its 4.7 million young members. Four other youth (ages 20 to 30) were included in the U.S. delegation. They represented the Boys and Girls Clubs of America, the National Multiple Sclerosis Society, the Police Athletic League, and the Vocational and Industrial Clubs of America. Heading the delegation was Scott Sanders, Commissioner for Domestic Programs, USA IYY Commission, Department of State, Washington, D.C.

Why the IYY?

The United Nations designated 1985 as the International Youth Year to globally recognize the contributions of young people, to increase public awareness of the problems and aspirations of

youth around the world, and to focus on three themes: participation, development, and peace.

Various nations, including Japan, held international youth gatherings in their countries to encourage exchanges of feelings and ideas concerning those three themes during the IYY period. Japanese officials contacted the U.S. Department of State and its U.S. Commission in Washington, and invited our country to join other United Nations countries in sending a youth delegation.

As a result, some 400 "youth delegates" from 45 countries converged on Japan in mid-July for the celebration.

Japan Phase One—Youth Conference

The first 9-day phase, known as the "International Youth Village Project," was conducted at Japan's Olympic Village. Delegates also visited the 1985 "Expo," the International Exposition of Science and Technology, in Tsukuba, Japan.

A Message For 1985

No gathering of this type would be complete, and have a lasting effect, without written documentation for later study. The overall composite delegates' view, as expressed in "Message for 1985," was prepared by a 7-member Drafting

Committee with membership from each of the seven continents represented. Six of the committee members were men who in their own countries were the national leaders of youth program activities.

Kam, the seventh member of the message-drafting committee, used her citizenship and organizational skills developed in 4-H to great advantage as she helped to "tone down" several statements in early drafting stages.

An Olympic Hostess

Fluent in both English and Spanish, and with a basic working knowledge of both written and oral French and Chinese (Mandarin), Kam had worked as a hostess/security officer for the Los Angeles Olympic Organizing Committee during the 1984 Games.

Also, a month before her departure for Japan, she received her Bachelor of Science degree in Physiology from the University of California-Davis. While on the campus, she was named an "Outstanding Student Leader" in 1984 and an "Outstanding Senior" in 1985. She plans to attend medical school and looks forward to a career as a specialist in neurology.

Earlier, in 1979, Kam had been the president of the Palos Verdes Peninsula 4-H Club, leading 110 4-H'ers in all their activities during that year. Her own background as a 4-H member was strong in many project areas.

A 4-H Volunteer Leader

Kam continued her 4-H relationship as a volunteer during her years as a university student. In 1983, she planned and directed the "You See UCD Days" as a college preview weekend for statewide 4-H'ers to visit the campus of the University of California-Davis.

Kam provided many insights as she reflected on her visit to Japan and the IYY conference. First, she felt an openness, warmth, and an optimism in the youth gathered for the international meeting. Similar concerns were expressed by youth from around the world: the problems of drug usage; the need to develop the skills of youth; and concerns about media influence.

Japan Phase Two—Person-To-Person

Before leaving Japan, during the second phase of the IYY Celebration, the U.S. delegation, along with delegations from Canada, Great Britain, and South Korea, visited rural areas of northern Japan. One day they visited a small town and stayed with Japanese families, thus collectively visiting a wide spectrum of people.

Coming Home

Upon arrival back in America, the U.S. delegation members visited the offices of seven U.S. Senators and six U.S. Representatives to Congress. The delegates briefed the people they visited on the



Geri Kam, a 4-H volunteer leader for 5 years, represented Extension and USDA's nationwide program at the International Youth Year (IYY) Conference in Japan. She was a member of a 7 member committee that drafted a composite viewpoint message for all attending youth.

IYY trip, the objectives of going, and highlights, and left copies of the two IYY conference-inspired messages prepared in Japan. They spoke of the need for Congressional support and programs to address youth issues, concerns, and leadership opportunities. They also described an idea for a new "network of youth" (an outgrowth of the Japanese meeting), for both U.S. and international communication.

When asked what she would say to all American 4-H members in the way of one important message related to her experiences in Japan, Kam answers, "Cultural understanding is possible, but you have to work at it. Break down some of the barriers, open some new doors, and start to build some bridges. The key to better understanding—be involved."

Looking Ahead

Back in California Kam addressed the California State 4-H Leadership Conference whose theme was: "4-H... A World of Understanding." Kam also addressed the 220 delegates from 30 countries at the XI InterAmerican-Ibero Rural Youth Conference, held October 5-12 in Washington, D.C. The U.S. delegation, by the way, gave the official closing remarks at the Japanese IYY Celebration. They now, through speaking engagements and other activities, hope to keep the spirit of the International Youth Year alive throughout this decade. □

Indiana 4-H And The Japanese Connection

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Imagine going deep-sea fishing and catching an octopus and eating it raw for dinner that night! That experience is even more remarkable if you're a 13-year-old 4-H member from land-locked Indiana who has hooked that octopus fishing in the Sea of Japan.

There are 13 other Indiana 4-H members with equally exciting stories to tell—all form a group of 4-H'ers who traveled to Japan for 1 month last summer as part of the 4-H/LABO Exchange Program. Each 4-H'er was assigned a host family with whom they spent the entire month. This was the second summer that Indiana has sent 4-H members to Japan.

Cultural Exchange Program

Founded in 1973, LABO is a Japanese youth organization formed to foster international friendship and cultural exchange through the study of the English language and American culture. For the past five summers, Indiana 4-H families have hosted 50 LABO members in their homes for 1 month. Several of the Indiana 4-H'ers who traveled to Japan had previously hosted a LABO youth.

When you ask Angie Myers, a freshman at Butler University, to recollect her most vivid image of rural Japan, she quickly answers: "Rice fields! We ate rice at practically every meal." Over one-half the tillable land in Japan is planted in rice. "The average Japanese eats 165 pounds of rice a year," she points out.

Most 4-H'ers had the opportunity to visit Japanese farms during their home-stays. Karl Endicott, a sophomore at Purdue University, said the trip helped him get a better grasp on international trade issues.

"Since Japanese farms are so small, it's not difficult to understand why Japan imports so much food from the United States," he says. The average farm in Japan is only about 3 acres.

Eating Sushi

Endicott also claims to like sushi—a popular Japanese food consisting of a slice of raw fish on a ball of vinegared rice. "Raw tuna and octopus



were my favorites," he says, "but it took time to get used to the way raw fish feels when you chew it."

Several 4-H'ers, including 13-year-old Matt Hoepfinger, from Evansville, spent three nights in Japanese farmhouses while they attended LABO camp. "It was a lot smaller than American homes. The farm was in the mountains so most of the fields were terraced," he says.

All the Indiana 4-H'ers agree that saying goodbye was difficult. "It's hard to describe what a privilege it is to become part of another family in another culture for 1 month," Myers remarks.

Several of the 4-H'ers who went to Japan made plans to host a Japanese brother or sister in their home this summer in Indiana.

In 1986, Indiana 4-H plans another visit to the Land of the Rising Sun. □



Thirteen Indian 4-H members traveled to Japan last summer and lived with host families as part of the 4-H/LABO Exchange Program. Japanese LABO members were impressed by the watermelons exhibited at the Indiana State Fair. In Japan, Indiana 4-H'ers were startled by the acreage devoted to rice plantings, susbi (raw fish), and the smallness of Japanese farms.



Tree Seed Exchange— A Forestry Idea

18 Extension Review

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Anytime a nationwide program such as the International Youth Year is developed, program planners hope it will be remembered for many years. People remember a program that will act as a reminder. Why not try something that might last up to 100 or more years? Why not try an international tree seed or tree seedling exchange?

An idea like this can be incorporated into county or state 4-H programs. It can be employed at any state-sponsored international camp or as a state-wide challenge with a certificate of recognition for achieving the project. In the counties, it can be introduced as a county-wide senior 4-H project, an activity for the county forestry project club, or as a county-wide challenge with a certificate of recognition for completing the project.

Planning Process

There are six steps to follow when planning an international tree seed exchange.

Procedures

STEP 1—The first step is to *select an exchange country* and make contact. Choose a tree that can *survive* in your geographic location. Potential sources for tree suggestions include: the forestry department in your local university, a large forestry corporation, or the Forest Service, USDA.

Request information from and provide to the exchange country's sponsor data on seasonal changes, longitude and latitude of tree's location, temperature extremes (highs and lows), and humidity or aridity of area where tree is grown.

Once the country is chosen, write to that country and find out which youth organizations might wish to participate in such an exchange.

Make sure your exchange country adheres to their rules and regulations concerning exporting and importing plant materials. Also, determine approximately how long it will take to obtain the tree seeds or seedlings.

STEP 2—The second step is the most important. You must *get appropriate and official approval for exchanging seeds*. Before any plants or plant parts can cross the United States border, they must be approved and inspected by the United States Department of Agriculture, Animal and Plant Health Inspection Service (APHIS).

Many individuals work through their State Agriculture Departments. The state entomologist acts as the local APHIS representative and provides legal clearance for the import and export of plant materials.

Individuals can also contact APHIS at the following address:

USDA APHIS, PPQ
Permit Unit
Federal Bldg.
Rm. 638
Hyattsville
Maryland 20782

When contacting either authority request PPQ Form 587, an application for approval. The completed form is then sent to the address provided on the form and takes from 10 to 15

working days for approval. On approval, information, shipping instructions, and labels will be sent to the applicant.

STEP 3—The third step is to *select a tree species to exchange* with the alternate host and determine the best time to harvest the seeds. Good references include: your local Extension Service or "Seeds of Woody Plants in the United States," Agriculture Handbook No. 450, USDA, Forest Service.

STEP 4—The fourth step is to *select an appropriate planting season*. The timing will depend on what you are exchanging. When exchanging seedlings, the program should be planned for late fall or early spring.

STEP 5—For seedling survival, you need to *select a site* to which *the seedlings can adapt*. Make sure the person providing the seeds/seedlings has provided information on the site requirements of the tree species which you receive.

Specific information is necessary on type of soil, soil moisture, best location, and sunlight or shade to determine the appropriate planting site.

STEP 6—The sixth and final step is to ensure that the participants have an *agenda* plus an *information sheet* to explain the *seed/seedling care* prior to planting, proper planting techniques, and care and maintenance of the tree once it becomes established.

The most difficult challenge in this program will be the transporting of plant materials. An idea like this could make the International Youth Year a lasting memory. □

Teaching Forestry to Iowa Youth

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Over the years Forestry Extension at Iowa State University has gained expertise in developing learning units, displays, game ideas, and publications, for the specific purpose of teaching young people (ages 7 to 18) more about forestry and woodlot management.

Forest and woodlot management can provide numerous benefits to the landowner and the public. Yet often both the noneconomic and economic benefits of forest practice are overlooked. Woodlots can provide habitat for wildlife which in turn provides recreation to landowners and others. Trees can reduce the effects of soil erosion as well as provide economic benefits. The youth population is one key segment vitally important to natural resource use.

If youth can be well educated in natural resources, tomorrow holds a brighter future for forestry.

Concepts

Before programs and program materials can be developed, basic concepts of forestry are used to guide the development of the educational program or program segment.

The concepts are presented in stages. The initial introduction is through attention-getting questions or through the use of dramatization.

For the second stage, youth are provided with additional information.

The final stage is that of adapting the concept to the youths' world and providing practical insights about the concept.

Program Materials

Through the years, Forestry Extension has developed a number of youth materials that include:

- *A Tree Identification Quiz Board*—This electronic board is three feet by six inches in size and contains 30 tree species of both hardwoods and conifers. The student must match the name (given in both the common and scientific terms) with the correct species. This display works extremely well for 7th through 12th graders.
- *A Tree Name Unscramble Board*—This board is three feet by twenty inches in size and contains 12 common tree names. The students are given a piece of paper and asked to unscramble the words. This display is effective with 3rd through 8th graders.
- *Mazes and Word Finds*—A series of mazes and word finds have been developed for 4-H school enrichment programs. Age levels vary with the difficulty of the chosen maze or word find.
- *"Key to Iowa Trees" Publication*—This publication has been used to teach students how to identify trees and how to use a dicotymus key. The better results come from 8th through 12th grades and has had limited success with 4th graders.
- *Wood Block Set*—The wood block set consists of 70 different woods from around the world and is used to show how different woods have different characteristics.
- *Forest Benefits Word Scramble*—This activity consists of 10 words which have been developed into word segments or letters. Each different forest benefit is on a different color or size of laminated construction paper. It works well for youth between the 4th and 6th grades.

- *Winter Twig Display*—This three feet by three feet folding display contains 12 hardwood tree twigs on one side and 6 characteristics to look for on the other side. The 12 species of hardwood are common trees of Iowa.
- *NREAF*—A computerized Natural Resources Educational Aids File (NREAF) contains over 700 forestry-related entries and was designed to provide 4-H leaders and educators with a listing of potential instructional materials.

Programs For Schools

Forestry and forestry-related programs are provided as a public service to schools and organizations around the state of Iowa. When a program is requested, Extension specialists ask specific questions of the person requesting the program. It is especially important to ask whether the requesting group has any "special needs or interests" because of the wide range of experience related to natural resource and forestry materials.

Future Plans

Future plans for the forestry youth program include: activity idea sheets for educators, a slide/tape show depicting forestry as a multi-stage process, a set of forestry-related math problems for junior high and high school math courses (coupled with visits to schools), updated 4-H fair exhibits, and a woodland management instructional unit for vocational agriculture students.

For the last 15 years, Forestry Extension has been providing youth programs with a number of different approaches. With the many teaching philosophies presently being used today, Forestry Extension philosophy remains basically the same: "Students learn by doing and thinking about what they are doing." □

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ACE—Frontiers For Better Understanding

20 *Extension Review*



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Alaska hosted the Frontiers '85 National Agricultural Communicators in Education (ACE) Conference this summer in Fairbanks, with a conference program that highlighted three areas where our largest state is on the cutting edge of the new frontier—the Pacific Rim trade market, cross-cultural communications, and teleconferencing.

Secretary of Agriculture John R. Block addressed the opening session of the conference live via satellite from the USDA Teleconference Center in Washington, D.C. Block noted the importance of the Pacific Rim and discussed related topics with panel participants H. B. McEwen, deputy minister of agriculture, Alberta, Canada, and Hsing-Yin, secretary general, Council of Agriculture, Republic of China.

The third day of the conference focused on teleconferencing with particular emphasis on the LEARN ALASKA NETWORK. The LEARN ALASKA NETWORK is a statewide instructional telecommunications system encompassing three distinct yet interrelated networks to provide the maximum in teleconferencing capabilities within the State of Alaska and locations nationwide.

Of the approximately 250 communities in Alaska, only 15 percent are accessible by road or trail. The balance can only be reached by air or water. Because of this lack of a basic transportation network, the State of Alaska established the LEARN ALASKA NETWORK in 1980. The Network regularly provides teleconferencing between the State of Alaska, other U.S. states, Canada, Greenland, and Europe.

In addition to providing teleconferencing bilinearly on an international basis, the Network also serves 14 basic language groups within Alaska.

Network Components

Major components currently active in the Network are:

1. —Satellite based 24-hours-a-day instructional television network downlinked to 250 low-power TV transmitters.
2. —One hundred twenty, two-wire dial-up audio-conferencing bridging network accessible via any voice-grade transmission line in the world, and with 350 specially equipped audioconferencing sites within the state.
3. —Effective statewide computer network with three distinct applications: electronic mail service and computer data banks; teletext system utilizing the television vertical blanking interval to remote printers and monitors and a point to multi-point downloading of Apple II microprocessors; and computer conferencing via the audioconferencing bridging network.

All three major components of the LEARN ALASKA NETWORK have stand-alone functions and assignments related to instructional and administrative uses by educators, federal and state agencies, and private/public groups.

However, the Network's maximum utility is realized when all three components combine together to provide a high level of service in the form of teleconferencing point-to-point and multi-point. Two-way video conferences and one-way video/two-way audio conferences receive high priority time on the Network.

High Tech Usage

Charles S. Hickman, manager of the Network, cites Cooperative Extension Service in Alaska as one of the heaviest users of the instructional telecommunications system on the Network and also a high user of the audioconferencing capabilities within the system. Jim Smith, Extension editor at the University of Alaska in Fairbanks, reports that Cooperative Extension broadcasts 14 video programs to 200 audio sites throughout the state plus some cable outlets and 4 public TV stations during the past year.

Pat Barker, Extension home economist from Bethel, Alaska, a frequent user, and Betty Fleming, USDA teleconference coordinator, addressed the conference as well as several key Network producers and coordinators.

Several ACE members also visited the LEARN ALASKA NETWORK headquarters in Anchorage during a post-conference educational tour. □

*The opening session of the
Frontiers '85 National
Agricultural Communicators
in Education (ACE)
Conference in Fairbanks,
Alaska, featured an address
by Secretary of Agriculture
John R. Block live via satellite
from the USDA Teleconference
Center in Washington, DC.
Block discussed the Pacific
Rim trade market with panel
participants.*

Photograph courtesy of
Michael Chapman,
Communications Specialist,
Ministry of Agriculture and
Food, University of Guelph,
Ontario, Canada

Call For More Communication

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Ways to incorporate more effective communication into international development projects are the aim of joint efforts of the Association of U.S. University Directors of International Agricultural Programs (AUSUDIAP) and the Agricultural Communicators in Education (ACE).

Their first combined activity was a national conference in 1985 involving about 75 members of the two organizations. In speeches and workshop sessions they explored such topics as on-campus communications needs and mechanisms, putting a communicator on the team, teaching communication skills to foreign students, telling the development story to home constituencies, and telecommunications and support for communication abroad.

Communicating more about the development activities of the land-grant and other universities offers some direct benefits for the United States as well as the developing world. Expanded trade and humanitarian interests are often mentioned. On campus, an added aim is educational opportunities for faculties and students.

But Americans are asking the hard question today, "What's in it for us?" More and better communication can help tell the story and lead to reporting facts rather than rumors and enhance international understanding.

Need For A Communication Plan

At the ACE/AUSUDIAP meeting, participants generally agreed that universities should develop a communication plan for international agriculture that has university commitment and broad-based support.

They should also include international dimensions in courses and the teaching programs. One university administrator remarked that acceptance by state constituencies of their university's work abroad is better if the work is development and trade oriented.

The call for more and better communication by everyone in the development system is coming from a broad range of persons—project administrators, researchers, and communicators.

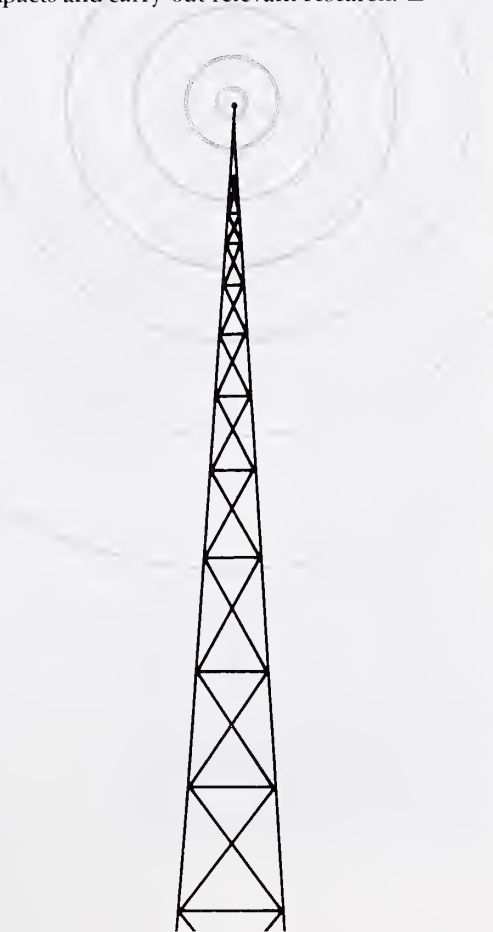
"Communications, however complex and frustrating it can be, is too important in development to be seen merely as a peripheral technical service within organizations," says Jim Evans, head of agricultural communications at the University of Illinois.

Recommendations

The two associations will combine efforts in the future as they pursue mutual interests and plan for a 1986 meeting. Their recommendations and ideas include the following:

- Continue joint work of ACE and AUSUDIAP and share ideas. Involve communicators from outside the United States.
- Build a resource list of successful communication methods and products available for use in international programs.
- Encourage more use of professional communicators as consultants, advisors, and planners of international programs.
- Build international perspectives into college courses and curricula.
- Gather and circulate information on degree and nondegree communication training being done.
- Urge the establishment of formal budget lines for communication involvement in international programs.
- Plan workshops to develop procedures and implementation plans for incorporating communication into development projects, to prescribe such activities in requests for proposals, and to add communication to existing projects to report impacts and carry out relevant research. □

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4-H Farms The Sea

22 Extension Review

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Association of Suffolk
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Sea farming in Long Island waters—particularly the harvesting of hard clams—is being given a boost by Suffolk County's 4-H sea farming project. To increase the number of harvestable clams seed clams are transferred from the hatcheries to protective nursery grounds. Members of the 4-H clam club use scientific sampling procedures to monitor clam growth during the growing season.



In Suffolk County, on Long Island, outside New York City, few young people have the opportunity to raise traditional farm crops. However, teenage youth there are learning about a new form of agriculture used in the United States, mariculture, or sea farming. In the process, they are helping local people work toward the resolution of an important marine conservation issue.

In recent years, supplies of many important commercial shellfish in Long Island waters have declined dramatically. One particularly hard hit species is the hard clam. Many watermen have lost their livelihood as a result of a combination of factors including over-harvest of shellfish, changing environmental conditions, and loss of harvesting grounds due to declining water quality.

Clam Project Implemented
To help, Suffolk County Extension began the 4-H sea farming project. Their goal was to teach youth about the problems facing baymen and to have them grow



some hard clams that could be used to help restock coastal waters.

Suffolk 4-H soon learned that starting a sea farming operation requires the support and cooperation of many people and agencies. They started small and formed an advisory committee to oversee the project.

The committee included Sea Grant faculty, Regional Sea Grant specialists, wildlife managers, watermen, and state shellfish managers. Working under the supervision of the committee, the 4-H clam club grew 1,200 clams.

Simple Process

The process is relatively simple. Small 5 to 6 millimeter seed clams are obtained from a hatchery. The small seed clams are then grown in protective nursery grounds, basically screened-in trays that keep predators away from the vulnerable small clams.



The young clams feed on plankton, which occur naturally in the water. By fall, just before the ice forms, the clams are removed from the nursery and "planted" in the bay.

Project Expands

The pilot program received ample publicity and support. 4-H hoped they could expand their efforts. The opportunity came when the president of the Riverhead Town Baymen's Association asked 4-H to help them restock clams in another locality.

Extension put together a proposal to Riverhead Town that would involve growing 18,000 clams with the help of baymen, students from the local high school, and the town. Riverhead readily agreed to fund the project.

Suffolk County decided to further expand the project to involve youth in many communities. Such a project would be too big to administer alone, so 4-H presented the idea to the Suffolk County Office For The Promotion of Education (SCOPE).

SCOPE has the established framework to offer educational programs through school districts

countywide. SCOPE liked the sea farming idea and are now partners in the project. The first SCOPE-sponsored program began this spring.

Program's Success

It will take more than the efforts of Suffolk's 4-H program to reestablish the hard clam fishery to its former productive level. A variety of new management techniques will be needed, possibly including harvesting quotas and greater environmental protection.

Suffolk County measures the success of their 4-H sea farming program in several ways. The number of clams raised is an important factor. Equally important, however, is that they are introducing young people to the problems in the bay and getting them involved. Their latest project involves growing blue mussels in mesh tubing.

4-H began as a way to teach innovative agricultural techniques to young people. In Suffolk, they're using 4-H to introduce innovative sea farming to youth while developing tomorrow's leaders and, perhaps, future sea farmers. □

Apples And Agencies: Cooperation In Education

24 Extension Review

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Extension Agent, Home Economics and

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In a time when "apple" usually refers to computers, Extension educators in Frederick County, Maryland, discovered an innovative way to use the natural apple that corrupted Adam and Eve.

Using resources of several agencies in the county, Extension is providing a multi-faceted educational program, featuring apples, for elementary, middle, and high school youth.

For the past 2 years, the Frederick County Board of Education, Maryland Apple Commission, Catoctin Mountain Orchard, and *Frederick News-Post* have cooperated with Frederick County Extension to reach over 2,800 students. Extension served as the catalyst to make it all happen.

Project's Beginning

Extension 4-H and Youth Agent, JoAnne Leatherman, and Extension Home Economist, Linda Hawbaker, worked with the Board of Education for initial approval of the project.

The plan was to use resources provided by the Apple Commission for an educational project in the schools that would focus on good nutrition, and to use apples as the focus, since the county is an apple-producing area.

An apple cooking contest for the general public has been a tradition in the county, but in 1982 the contest was moved into the school home economics departments as a pilot effort. This was considered a good move in terms of reaching a new audience; however, something more educational was needed to complement the contest.

Apple Lessons Developed

The first year of the project, the two Extension agents developed an educational packet consisting of four lessons, "Apples and Your Health," "Apple Varieties and Their Uses," "Apple Products," and "Drying Apples"; companion activities; and additional resources. The lessons were geared to middle and high

school students, and were presented to the home economics teachers during their inservice training day before school started in the fall of 1983.

The culminating activity was the apple cooking contest, which took place in each school among competing groups within classes.

Grading The Apples

Teachers were encouraged to use judges from the administrative, teaching, or support staffs of their schools, as well as parents. All participating schools used a standard scorecard with each of the following components receiving 20 percent weight: flavor and appearance of finished product, originality, use of apples, and work habits of youth.

A local orchard provided the apples. Supplies, ribbons, judge appreciation gifts, certificates, and other items were obtained through a grant from the Maryland Apple Commission.

Newspaper coverage highlighted the entire program, including the winners from each participating school. Thousands of recipe booklets were printed and distributed through the schools and to the public.

Additional Lessons

Using evaluations from the pilot year, Extension has improved the program each successive year. For the second year, the agents added a fifth lesson, "How Apples Fit Into A Balanced Diet." Two additional lessons are planned for the coming year.

Extension also added an elementary school program to teach apple awareness. Using teen volunteers, agents provided a class and activities for first graders. Again, a local orchard supplied the apples. Newspaper coverage of the teen volunteers focused attention on their activities.

During the 2 years, the middle and high school programs reached 2,250 students; 79 percent of Frederick County

schools participated. The elementary school program used six teenagers and eight schools on a pilot basis, reaching 632 students.

Teachers Build On Program

Teachers are building on the apple program and developing interdisciplinary teamwork. For example, the home economics teacher in one inner-city middle school involved all of the sixth grade teachers. She shared the packet of learning activities with the other teachers and asked each to develop an apple theme in their lesson plans during a 1-week unit coordinated with the home economics emphasis. A total team taught program resulted.

The home economics teacher held her Apple Fling emphasis, including an apple lesson and contest, after the other teachers completed their units. She reported that, at conference time, parents want to talk to the home economics teacher to relay thanks and praise.

Video Approach

In another innovative approach, one high school home economics teacher worked with the school librarian to videotape the cooking contest. The videotape enabled the students to see their mistakes right before their eyes, and it has served as a good promotional item for the contest.

Evaluations of the program have been outstanding, with teachers expressing gratitude for the resources and total programming. Students, too, have written letters of appreciation.

Future Plans

Extension plans to refine the elementary school program, making improvements as suggested by the teachers, and to expand it into more of the elementary school areas. More lessons will be developed for the middle and high school areas, and a local shopping mall has agreed to sponsor an all-county cook-off from the winners of the various school competitions. □



The Great Lakes Experience

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Take 50 spirited teenagers, mix with sights of a historic lighthouse, sandy beaches, wooded dunes, wild wetlands, sounds of gull cries, lapping waves, and campfire songs and stories.

Stir with the gentle hands of experienced teachers. Bake in summer sunshine and moonlight on an island in Lake Michigan for a week until memories are set. Garnish with a sprinkle of love. Serve to anyone who relishes a Great Lakes experience. Keeps indefinitely.

Those who "tasted" the Michigan 4-H Great Lakes Resources Camp on Beaver Island will vouch for its flavor. Steve Kuznicki of Rogers City, a junior counselor at the 1985 camp, put it this way:

*"Today we remember the times we share,
But forever is the time I care.
Tomorrow will come,
slowly but sure.
We will not forget the things
that occurred."*

What occurred was the exposure of young people to wetlands, wildlife, and the Great Lakes on an island off the northwest coast of the state. What also happened was the opportunity to make new friends and develop 4-H and natural resource values in a unique setting.

Beaver Island

They came from all parts of Michigan's lower peninsula, and met at the dock in Charlevoix on a Saturday afternoon in July. They boarded the "Beaver Islander"—a diesel ferry which plies the channel between the lakeshore resort community and the island's only town of St. James.

Several weeks of anticipation after being chosen from among more than 100 applicants climaxed in the 2-hour journey from shore to shore. Off the boat, they loaded provisions onto a flatbed truck and rode a converted school bus to the lighthouse at the southwest tip of the island.

Boys settled into platform tents and girls into bunkhouses, then were redivided into five groups named for each of the Great Lakes—Superior, Michigan, Huron, Erie, and Ontario.

Abundance of Activities

Every day each group spent the morning learning about one of five areas. One day a group, led by Sea Grant 4-H Agent Joan Stuecken, would go walking through a marsh to an island in a wetland to sample water quality and examine wildlife, and to be rewarded by blueberries.

Next, the group might observe Extension Wildlife Specialist Glenn Dudderar treating a starving sea gull or offering other pointers about island creatures.

The following day the group would examine the island's flora with District Extension Horticulture Specialist Bob Tritten. After that, Michigan State University Entomologist Karen Strickler would share the secrets of the insect world through her "zoo."

Finally, Jack Judd or Pam Bigby of the Marine Advisory Service of the Michigan Sea Grant College Program would teach the group how the Great Lakes impact on the island environment and some human effects on the Great Lakes.

Afternoon and evening recreation options included hiking dunes, walking meadow or shoreline, climbing instruction, printing plant patterns on diazo paper, learning new songs and games, following a blindfold trail, swimming, seining for fish to feed the gulls, and playing volleyball.

Activity outdoors makes campers hungry, and generous servings of tasty food prepared by Vicki Cruson, followed by songs led by Thalia Johnson and Rosemary Thiebault, made mealtimes memorable, too. Special helpers like 4-H Agent Tim Lovell, Waterfront Director Eleanor Dudderar, and Nurse Shawn Smith made camp director Lowell Rothert's life much easier.

Accomplishments

The camp was really about young people and their natural resource education and values, their leadership and interpersonal skills, and their fun-loving approach. They were challenged to think about whether Great Lakes water should be shared with drier parts of the country. They observed how the force of the lakes could wipe out a structure on the shoreline.

They helped catch fish to feed the starving gulls and pondered whether to keep them or let them go. They learned to conserve their own resources and to find beauty in the wilds. They made new friends from other parts of the state, trusted, and shared themselves freely.

Older teens served as junior counselors. Some of them and the campers would like to come back to lead or to serve. Some may choose a natural resources career. Some thought seriously, perhaps for the first time, about how fragile the Great Lakes are and how precious people are.

They took time to enjoy a special place; they learned to love wetlands and wildlife and one another. They inspired this writer to compose a few verses of song—

*"Cause they have learned to
love the lake
And they have learned to live
from within
And they will always
remember
And they will come back
again."*

The 4-H Great Lakes Resources Camp at Beaver Island is operated by the Michigan Cooperative Extension Service with support from the Michigan Sea Grant College Program, a cooperative effort of The University of Michigan and Michigan State University in Great Lakes research, education, and Extension. The author was a guest at this year's camp. □



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4-H'ers Share Foreign Adventures

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Dolores T. McGlashon
Extension
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Shauna Murphey, a Kansas International 4-H Youth Exchange delegate to Greece, and a senior at Kansas State University, demonstrates a Greek dance in a Greek costume during one of her 115 presentations given before Kansas school audiences. A new Kansas IFYE program encourages young adults to spend two months after their overseas stay sharing their experiences with the folks back home.

You've just returned from Greece, let's say, after several months' stay in the homes of families that have made you one of their own. You're brimming over with the urge to tell others about customs, lifestyles, and experiences you'll treasure a lifetime. But after you've told your family and friends, who else can you share your adventures with?

In the Kansas International 4-H Youth Exchange (IFYE), young adults go right on reporting their experiences in community after community, thanks to the cooperative effort of state 4-H Specialist Lois Redman, county agents, and the communities who host the IFYE delegates.

"In a land-locked state such as Kansas," Redman says, "I found people eager to know more about other countries. After all, we export our products and we should learn more about what the people and their countries are like that use our goods."

Changing Image

Using reporting guidelines she had developed as a 4-H specialist at Oregon State University, Redman set about changing the image of the IFYE program in Kansas when she relocated 7 seven years ago.

"Previously the program wasn't looked upon very favorably. Agents said kids went abroad but never did anything once they returned," Redman says. "Reporting IFYE experiences educates the non 4-H public as much as it strengthens the organization itself."

In today's program, young adults who become IFYE delegates know they must commit 2 additional months beyond their overseas stay to share their experiences with the folks back home. Most delegates say the time is well spent.

Reporting helped me re-enter American life gradually when I returned from Greece," says Carol Huneycutt, an IFYE delegate in 1981 and now a Riley County 4-H agent. Shauna Murphey, the 1984 delegate to Greece and now a senior at Kansas State University, agrees. "It was like reliving my experiences as I shared them with others."

Key Is Preparation

Redman takes great pains to ensure that Kansas delegates are well prepared for what's expected of them. During a series of four orientation meetings before going abroad, the 4-H'ers not only learn about the countries they will visit, but also reporting techniques they'll use when they return.

They are advised to keep accurate notes, to be observers as well as participants, and to take pictures highlighting their experiences. Color slides add interest to many of the talks they will give; black and white photographs will accompany stories they write for their hometown newspapers.

"Because you know you're going to be telling others about what you do, you analyze situations and try to find meanings behind them," says Murphey, who told of her stay with four Greek families in 115 presentations in the south central part of the state.

County Involvement

But the delegates' obligation is only one side of the reporting coin, Redman says. "It's just as important to work with county agents who make all arrangements for programs and host families."

Redman assembles information and study packets about the 4-H'er and the host country, which agents use to publicize the program as they work with civic organizations and schools.

"When IFYE's come here, they may make as many as four presentations a day," says Bob Davis, 4-H agent in Reno County. "Most of our programs are with schools," Davis continues. "It's been very successful and has given us a chance to work with both private and public schools."

Davis adds that teachers use the study packets to brief students on the country before an IFYE arrives so that questions are relevant.

"I found students were my best audiences," says Huneycutt. "But I also learned that I had to be flexible. You meet all levels of interest in an audience and you have to adapt your program to help them learn about the country."

For Extension Homemakers Units, Huneycutt usually sent Greek recipes to the members in advance of her program so foods indigenous to the country could be sampled. "I also found that people with Greek heritage or those planning trips abroad often enjoyed my programs," Huneycutt adds.

Efforts Recognized

Redman has been instrumental in strengthening the IFYE alumni association with several special annual activities that keep the group in contact with each other.

Redman's efforts have not gone unnoticed. Extension administrators and county boards are much more aware of the program and its benefits to mature young people, who are usually dedicated 4-H members. Her efforts were recognized in 1985 when Epsilon Sigma Phi gave her the international award at its national meeting in Denver.

"The reporting aspect of the IFYE has revitalized the program for Kansas," Redman says, "and brought international topics to the folks back home." □

Understanding Each Other

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This past summer Michigan and the Dominican Republic participated in a unique 4-H international exchange.

Twelve young people from Santo Domingo spent a month with 12 Michigan host families. Afterwards, Michigan 4-H'ers went to Santo Domingo for a month to live with the families of their new Dominican Republic friends.

The exchange was made possible through the Michigan Partners of the Americas and a grant from the United States Information Agency.

"The purpose of the exchange is broad in scope," says Sam Varghese, Michigan State University (MSU) Cooperative Extension Service poultry specialist and past president of the Michigan Partners of the Americas. "The goals were to introduce the 4-H philosophy to the Dominican Republic through the participants; to teach them skills in breeding rabbits, poultry, and quail; and to improve the mutual understanding of the people of the two countries."

Sharing Acquired Knowledge

Sixteen-year-old Leopoldo Molina is excited about what he learned in Michigan and eager to share his knowledge and skills with the people of his village.

"We plan to organize 4-H rabbit and poultry programs in Santo Domingo," Molina explains. "The economic and educational systems in my country are in need of improvement. We will teach the people how to raise small animals for food and profit in hopes that we can make an impact on the quality of our life there."

Frederick Hartley, of the U.S. Information Agency in Washington, D.C., agrees that 4-H can help to improve the standard of living in developing countries.

"We agreed to fund this exchange because we believe in 4-H and what it can do for communities," Hartley says. "No other youth program compares with 4-H in its ability to foster ideals of citizenship and leadership and to provide training, education, and life skills for the modern world."

Educational Activities

While in Michigan, the Dominican Republic visitors participated in rabbit and poultry workshops, visited the Capitol in Lansing, and enjoyed various sites and attractions in and around the state.

"The young people learned about American family life, government, and agriculture firsthand," Varghese says.



In June, the Michigan and Dominican Republic group participated in a Coturnix, or Japanese quail, camp at Michigan State University. Participants learned how to build incubators and brooders, mix rations, dissect quail, and prepare recipes with quail and quail eggs.

"Coturnix are unique birds," Varghese explains. "They mature in 35 days, lay more than 300 eggs per year, and are an excellent source of protein. The birds are small, require little food and care, and are relatively easy to raise."

Molina says he plans to start quail projects in his school.

Memorable Experience

"This is an experience I will remember the rest of my life," Fred Essner of Kent County, Michigan, says. "Leopoldo and I learned a lot from each other—about life—about ourselves. We've both grown tremendously as a result of being involved in the program."

According to Hartley it's impossible to come out of an exchange program like this unaffected.

"These experiences broaden the young people's horizons and deeply influence what they become as adults," he says. □

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international exchange,
Michigan 4-H'ers traveled to
the Dominican Republic to
live with the families of their
new Dominican Republic
friends who had just visited
Michigan. Here, Leopoldo
Molina (left), a Dominican
Republic 4-H exchangee,
explains the customs of his
country to Fred Essner,
Michigan 4-H'er, before their
trip to the Dominican
Republic.

A Run For The Money

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Robert Rost
Extension Information
Representative
Agricultural
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The "Sinnasbo 4-H Mini-Marathon" is a fundraising road run established by the 4-H club at the Warm Springs Indian reservation in Oregon. Top left: Adult runners begin the 13.1 mile race that will help raise money for 4-H club summer activities. Bottom left: Young and determined participant sets out on a three mile run.

If there is ever a contest for creative fundraising, the 4-H club at Warm Springs Indian Reservation in Oregon will be in the running.

In 1979, a 4-H leader on the reservation came up with the idea to sponsor a mini-marathon road run as a way to generate money for 4-H summer activities. The idea was to capitalize on the widespread interest in running throughout Oregon. The run has been held every year since.

The race is called the "Sinnasbo 4-H Mini-Marathon." Sinnasbo is a nearby community. Participants have three races to choose from—the 13-mile main event; a six-mile run; and a three-mile run. With five age groups to compete in (participants range in age from 13 and under to 40 plus) runners can find the right group to run against. The entry fee is \$8, and runners receive a souvenir of the event such as a specially designed T-shirt or towel.

Going Strong

"The 4-H Mini-Marathon has averaged 300 to 400 participants per year since it began," says Pennie Albrandt, 4-H youth agent in Jefferson County, site of part of the reservation.

"Organization of the event has improved each year and was better than ever in 1984. Initially, so many people were involved in the road run it was difficult to organize. But the marathon has survived and is not only going strong but has become a special tradition for the people at Warm Springs."

"This run is special," Albrandt says, "because it's the reservation and because it has brought people out there who otherwise wouldn't have gone."

Mollie Driscoll, a 4-H youth and home economics agent on the reservation since fall 1983, thinks that what the marathon means to the reservation is unique. She not only helped organize the event as an Extension agent but participated in it as a runner.

"As a participant I think the Sinnasbo Mini-Marathon has the potential to be one of the best races in Oregon," Driscoll says. "Oregon is one of the most run-minded states in the nation—numerous road races are held in the state annually, some attracting thousands of runners."

Holding a road run is not a small undertaking, Driscoll points out. Such matters must be decided as

the course of the run, locations for water stations, registration procedures, medical support, race monitoring, and publicity.

A Learning Experience

Besides being an effective fundraising tool, the Sinnasbo Mini-Marathon has brought its organizers another benefit—those who helped put the marathon on came out of the experience with improved leadership skills.

"We had some confrontations as we organized the run, but everyone worked around the rough spots, and, as a result, emerged stronger—better at working together. The fact that the run is being held to benefit 4-H club members is a key," Driscoll says. "There is no way support for the run would be as strong as it is if it weren't for the 4-H program."

A Community Effort

Pat Smith, a resident of Warm Springs, and one of several organizers of the road race agrees. "There is a strong feeling that the race is a community effort," she says. "Many people get involved because the half-marathon isn't for one specific group at Warm Springs, but for all 4-H kids here." The tribes that comprise the Confederated Tribes of Warm Springs on the reservation are the Warm Spring, Wasco, and Paiute.

"Working on the marathon has helped us learn to work with everybody," Smith says. "Planning and then seeing something happen has been a big benefit. Maybe we did little more than break even in some years, but the marathon still happened."

"Businesses in nearby communities donated money for medals and for prizes raffled off after the race. And the race happened on time," Driscoll says. "It's really pretty amazing." □

Volunteers— Challenge And Discovery

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Hundreds of college students are gaining leadership skills and thousands of youth are the beneficiaries in a unique 4-H program on the rural north coast of California.

For more than a decade, the program has brought together student volunteers at Humboldt State University, Arcata, with low-income youths from housing projects in the campus area. The youths' backgrounds vary; native American Indians are the largest ethnic group in the program.

Youth Educational Services, a campus-based experiential learning program at Humboldt State University, provides leaders for a variety of 4-H projects; youth involved are 4-H members who receive the benefits of informal out-of-school learning experiences.

Providing Leaders

Many of the youth come from single-parent families living at or below the poverty level. Developing inherent and continuing leadership within such communities has been a continuing problem. Using the student volunteers as 4-H leaders solves that problem. The students may receive academic credit in

several different campus-based departments for their volunteer services. University students are responsible for program determination.

Programs under way include a food and nutrition education 4-H group which meets weekly at the community center of the housing project.

There also is a Saturday 4-H program on recreation skills at the center directed at basically the same clientele reached by the food and nutrition program. About a dozen student volunteer leaders are involved each academic quarter as 4-H leaders.

4-H Discovery provides outdoor adventure educational experiences to youth who might not normally have such experience because of handicaps or behavioral disorders.

4-H Challenge provides outdoor adventure educational experiences for youth who are labeled as pre-delinquent or first offenders by various juvenile justice agencies.



Both *Challenge* and *Discovery* have as their program goals the increase in participants' self esteem and an enhanced environmental awareness.

Volunteers

Challenge and *Discovery* involve more than a dozen student volunteers per quarter. Some university students only sign on for one quarter, but many return as continuing "volunteers" because of the psychological boost participation provides. Program directors usually come from the ranks of previous program volunteers and are paid a small work-study stipend to take full charge of the different groups of student volunteers.

Each year, total 4-H outreach programs involve more than 100 youths—well above 10 percent of the 4-H membership in the entire county, which has a population of 115,000. 4-H is providing an educational experience that is unavailable elsewhere in the community. □

Charles R. Hilgeman
Extension 4-H Youth
Advisor
University of
California,
Humboldt County

A 4-H program in Humboldt County, California, enhances the leadership skills of student volunteers by bringing them together with low-income 4-H youth in the campus area. Top left: Young gardener gets a tip from a Humboldt State University volunteer. Top right: In a session called "4-H Nutrition For Kids" a young girl gleans some cooking tips from a volunteer 4-H leader.

Interamerican-Ibero Rural Youth Conference— Interchange For Action

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Stu Sutherland
Public Information
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Extension Service,
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International delegates
mingle at opening ceremonies
of the XI Interamerican-Ibero
Rural Youth Conference in the
patio of USDA's
administration building.
USDA was the primary
sponsor of the conference
attended by 225 delegates
from 38 states and territories
and 32 countries.



During October 1985, some 225 representatives from 38 states and territories and 32 countries and 7 provinces of Canada met for a week in Washington, D.C., at a meeting whose theme was "Interchange for Action." Held in various countries every 2 years since 1964, this year's meeting was sponsored by USDA, the Interamerican Institute for Cooperation on Agriculture, and the Ibero-American Rural Youth Advisory Council, and the National 4-H Council.

Communicating in English, Spanish, French, and Portuguese, the delegates came from countries in Central and South America, the Caribbean basin, Spain, and Canada; 4-H members attended from various states and U.S. Territories. There was even a delegation from distant Micronesia in the western Pacific Ocean and Egypt.

Delegates worked in groups on four major topics related to agriculture and rural development: (1) credit and resource management; (2) communications skills and strategies (technology transfer); (3) organizational development and networking; and, (4) professional staff development and training. Delegates prepared a written plan to take home and compiled individual country reports for the overall conference report.

Essential Programs

The written plans have a clear message: Foreign delegates want their governments to establish programs for rural youth which are an *essential* part of overall problem-solving policy. On the final day of the conference, delegates and representatives told their story en masse to 25 U.S. Senators on Capitol Hill.

Representation

Delegates were members of youth organizations (ages 17 to 24) and professional adult leaders of youth programs. Typical representation was one professional and two youth delegates from each country, state, or Canadian province. All American adult leaders were staff members of the Cooperative Extension Service from attending states. Many of the foreign delegates spent an additional week here with rural 4-H host families in the Mid-Atlantic area.

Delegates were given an opportunity to hear high-level officials of sponsoring organizations, and the Organization of American States. One day of the conference included tours to nearby states so delegates could visit successful models of agricul-

tural and rural development, while other events closer to or held at the conference site of the National 4-H Center provided them with an expanded experience.

Travel expenses for most foreign delegates came from a grant provided by the W.K. Kellogg Foundation, while support for U.S. delegates originated from 10 USDA agencies and three private donors. The Toronto Dominion Bank sponsored the 13-member Canadian delegation. The lone delegate from Australia had already been in the United States for 5 months as a 4-H IFYE visitor. □

Nebraska Celebrates The International Youth Year

"How can we put International into our 1985 International Youth Year Celebration?" asked a 17-year-old 4-H IYY Committee member in Nebraska.

All on the committee agreed that Nebraska 4-H members would be enthusiastic about the "Greening of the World" tree planting project sponsored by the Omaha World Herald and the Nebraska Game and Parks Commission. The committee also agreed to support plans of Nebraska's Committee on Children and Youth and International Youth Committee. The 4-H teens insisted that the major focus should be international.

Completed IYY Plans

- The 94 paid and volunteer staff who attended the week-long statewide Camp Counselor Training in May were enthusiastic about the International Youth Year Celebration theme. While at camp, counselors were provided with

ideas for international games, skits, flag and closing ceremonies, and workshops.

- Two special International Camps were held in July to allow Nebraska youth to meet youth from other nations. The Nebraska Committee for the Humanities and The Arts Council provided funds to support speakers and workshop personnel. The Nebraska International 4-H Youth Exchange (IFYE) Alumni Association and Host Family Association provided funds and staff to support the events. But the atmosphere and basic program came from the people involved.

- International guests proudly raised their flags as a part of the special International Camp flag ceremony. A French girl taught a workshop on sidewalk art. Campers enjoyed learning about American Indians from Anthropologist Peter Bleed who speaks several languages, including Japanese, Spanish, and German.

- The annual IFYE Host Family week-end was again held in September.

- A 20- by 30-foot booth was created for the 1985 Nebraska State Fair. The booth, centered in the display area, featured flags from 30 nations. There are several Nebraska communities with predominately Czechoslovakian, German, or Swedish populations. Residents of these communities plus youth with international experiences provided displays, slide shows, and talent during the State Fair.

- Sixty-two Nebraska youth traveled to other nations in 1984 as part of the IFYE program. Each contributed slides which were used in a slide tape presentation for camps, conferences, and schools during 1985. A discussion guide was developed for use in international workshops.

"Let's keep International as a focus for 4-H," recommend the 4-H IYY committee. "Let's make 'and my world' a real part of the 4-H pledge—today and in the future." □

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Extension 4-H
Specialist
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Nebraska, Lincoln*

Travels Abroad With Southern 4-H'ers

32 Extension Review

Denice A.G. Gray
Extension
Communications
Assistant Specialist
University of
Arkansas, Little Rock

Temperatures were steamy in the South as the airplane climbed higher on its sky-way path leading to the cooler climates of Western Europe.

On board were 26 teenagers and two adults who, over the next 2 weeks, would gain new insights about friendship and the commonality of all peoples.

This was the first Southern Regional 4-H International Travel Symposium. Sponsored by Southland Travel Service of Birmingham, Alabama, the symposium was 2 years in the planning before being implemented June 3-16.

The Southern Regional 4-H Development Committee worked with Southland in implementing a uniform selection process for 4-H members, at least 17 years old.

Two outstanding 4-H club members were selected from each participating state for the quality of their record book work and on the basis of an essay on the importance of foreign trade between the United States and Europe.

The states selected were those serviced by Southland's horticultural and farm tours of European countries: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

Backing By Southland

"Southland provided funding for the trip to support the youth of the South in a positive way by exposing them to world trade and to hopefully influence future collegiate studies," says Allen Montgomery, Southland Travel president.

For the 2-week International Travel Symposium, 4-H members met in Atlanta for departure to Holland where they met a 20-member 4-H contingent from Canada who were sponsored by Southland's sister company, Canadian International Holidays.

Common Interests

The Canadian and American 4-H groups quickly found common interests and formed familial bonds, something which Cecil and Margaret Mayfield found rewarding as chaperones.

Cecil Mayfield, Alabama state 4-H club leader, and his wife, Margaret, were selected by the Southern Regional 4-H Development Committee to accompany the United States group as tour hosts.

"The greatest thing happened," Cecil Mayfield enthusiastically relates. "These teenagers joined together as if they were a family and began to realize the commonality of all peoples,

Trip Highlights

One of the highlights of the trip was seeing a parade celebrating Queen Elizabeth II's reign over England. Lady Diana and Prince Charles were in the procession.

Besides touring farms in Germany, the North Americans also saw agriculture in action in Holland and England.

Other activities included a Rotterdam Harbor Cruise and wooden shoe production facility in Holland. The Zuider Zee area where the world's largest flower auction is held, was another point of interest. Stops were scheduled in West Germany at Cologne, Bonn, Heidelberg, and the Black Forest.

From Germany the travelers went to Lucerne and then to Paris for 2 days of sightseeing and educational tours. Three days were spent in England.

Lasting Impression

The symposium has also left a lasting impression on Cecil Mayfield, himself a former 4-H member. "Margaret and I thoroughly enjoyed spending 2 weeks with 26 dynamic young people and watching them grow tremendously as individuals," he says.

Addressing the trip from an administrator's point of view, Mayfield says the Southern Region directors and 4-H leaders accepted the symposium with open arms.

Southland's president is hopeful the Southern Regional 4-H International European Symposium can be continued. But whether it is or not, the experience of European travel has left its mark on 26 southern 4-H'ers. □

4-H'ers on the first Southern
Regional 4-H International
Travel Symposium, sponsored
by the Southland Travel Ser-
vice, Birmingham, Alabama,
visit one of the many
windmills in Holland on their
two-week European trip.



Fight Against World Hunger Starts At Home

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Myth: The United States is so well off that there is no hunger here.

Myth: Large farms are always more efficient in food production.

Myth: There is hunger because there is not enough food to feed all the people in the world.

If the Minnesota 4-H'ers who participated in a weekend seminar on world hunger believed any of these things at the seminar's outset, by the time the weekend was over they knew differently.

"The seminar made me a lot more conscious of what I eat and how much water I use," says Sarah Boettcher, a student at Oakland Junior High and member of the Valley Venturers Club.

Approximately 35 4-H'ers from around Washington County, Minnesota, in the fall of 1983, gathered to learn about nutrition and world hunger. Through a variety of activities, the youth learned about healthy eating, world food distribution, customs of other countries, and how the problem of world hunger might be solved.

Increasing Awareness

"It was not our aim to threaten or overwhelm the kids with the problem of world hunger," says Theresa Heiland, co-organizer of the seminar with Liz Templin, Washington County Extension 4-H Agent. "Our goal was to provide an introduction to create an awareness first of what is healthy for yourself, then what is happening in Washington County, the United States, and finally other countries."

It is estimated that one out of every eight people on earth is hungry most of the time, and that in some countries, up to 40 percent of the population is malnourished. If the problem of world hunger is ever to be tackled successfully, experts say, two things will have to happen: Countries and their people must learn to cooperate with each other to a greater extent than is now the case, and they must become better educated about the problem and how it can be solved.

But worldwide cooperation doesn't happen magically. It comes about through individual change. "I believe that you have to become more self-sufficient in your own lifestyle before you can start looking at the worldwide problem," says Heiland.

With that in mind, the workshop was set up so the 4-H'ers would experience cooperation and self-sufficiency firsthand. They learned about nutrition and causes and possible solutions to hunger worldwide, and, in the process, were exposed to the lives of people worldwide.

Games And Activities

The seminar began with all the participants joining for what are known as "new games." New games

are based on the idea of cooperation and an outcome where all players are winners instead of only an individual or team as victor.

From there, the 4-H'ers talked about nutrition and what makes a healthy diet with Karen Zeleznak, nutrition educator with Washington County. Representatives from the Valley Co-op talked about alternative snacks, growing food at home, and demonstrated how to grow bean sprouts.

After a lunch of Minnesota foods, Paul Thompson of Save the Children, an organization that supports community development around the world, introduced the 4-H'ers to the lifestyles of people in various cultures based on his extensive travels.

International Students

Late in the afternoon, international students from the University of Minnesota introduced themselves and their countries to the 4-H'ers.

For dinner, the 4-H'ers and the international students cooked up an international feast.

Seminar's Impact

On Sunday morning, the 4-H'ers participated in an interdenominational service and discussed their religious roots and what they would like the world to be like. After the service, they evaluated the weekend and discussed what they could do in their homes and schools about what they learned.

While many of the participants say they haven't changed their eating habits or lifestyles as a result of what they learned, they have become more aware of what they are eating and, in Sarah Boettcher's case, energy and resource consumption. "Did you know that in some countries a gallon of water can cost \$20?" she asked. "It makes me see how much water we use when we don't even need to sometimes."

Following the seminar, Boettcher participated in a walk to raise money for organizations that combat the problem of world hunger. She also invited the international students to speak to her church and 4-H club.

The important thing about the weekend, according to Heiland, was to help the youth realize that not all people have access to the same resources, even within our state, and that despite our differences, people from around the world have the same basic needs.

A leader's guide for teaching world hunger and food supply issues to 4-H members has been developed by Heiland and Templin. For a copy, contact Liz Templin, Washington County Extension Agent-4-H, 3827 Lake Elmo Avenue No., Lake Elmo, Minnesota 55042; phone 612-430-2164. □

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Cruising The World In Iowa

34 Extension Review

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After clearing customs to receive officially stamped program passports, checking baggage to learn cabin assignments, and passing immigration to receive name tags and continent assignment groups, 50 youths began a unique and exciting three-day international "cruise" at the Iowa 4-H Camping Center. This initial international "cruise" celebrated the 1985 International Youth Year.

The Iowa 4-H and Youth program and the Office of International Educational Services at Iowa State University cooperated to offer the camp. The 4-H team that directed the camp including Janet Obando, Nancy Allen, county 4-H and youth leader and 1967 IFYE to India, and Martha Kirpes, state 4-H camping aide and 1984 IFYE to India. The Office of International Educational Services helped recruit nine international students as counselors, provided an extensive collection of culture kits, identified other resources, and encouraged the project with enthusiastic support.

The international student counselors were key to the success of this unique camp. The students and 4-H staff met three times prior to camp to plan the schedule, share resources, and receive basic counselor training. The counselors represented the countries of India, Bangladesh, Singapore, Nigeria, Cameroon, and Ghana.

The program evolved from the special skills and talents that each counselor brought. Additional resource persons from Columbia and Costa Rica charted the last day's visit to Latin America. The counselors eagerly helped plan the agenda. Planners steered the "cruise" to a different continent each day.

Passports And Basic Phrases

Raising two universal flags—the United Nations and the 4-H flag—united campers at the beginning of each day. National anthems followed from the countries to be visited that day. As campers entered the lodge for breakfast their program-passports were stamped and identification-nametags officially checked. Following the meal, the captain-for-a-day called "all hands on deck," so counselors could orient campers to the country and culture they were about to visit. Campers learned what kind of weather to expect, a few cultural mores they should respect, and some basic survival words in the national language. Then all "disembarked."

Native Foods And Crafts

Campers had a choice of making a craft, cooking a typical food, or learning a popular sport or game from that area of the world. During this three-day whirlwind "cruise," campers learned how to tie-dye in Africa, create beaded designs in India, write their names in sanskrit while docked in Singapore, and make woven wall-hangings similar to Columbian bambolines.

They learned to eat stir-fry with chopsticks, the importance of vegetables and spices to an Indian meal, and how delicious a ground-nut (peanut) stew is from

Cameroon. Many campers tried their skills in cricket, soccer, volleyball, and typical children's games from around the world.

An Indian wedding ceremony provided one of the most colorful highlights of the "cruise." Counselors from India helped the campers perform the wedding around the evening campfire. Other special events on the "cruise" included a European Christmas party and a discussion of international career opportunities.

Campers contributed to the global "Greening of the World" objective for International Youth Year. They planted more than 110 trees at the Iowa 4-H Camping Center. This group project helped everyone to focus on the interrelated needs of our world "community."

During the debriefing session held at the close of the "cruise," 4-H'ers met in small groups to identify the significance of what they learned at camp. During report-back, they mentioned specific activities as well as some things they had learned about themselves. One group observed, "everybody is the same inside." Another group reported, "language need not be a barrier." Another group said, "We all need to learn how to get along with others."

Shared Cultures

Several weeks after camp, counselors shared their pictures and slides. They also received certificates of appreciation and group pictures to recognize each counselor. Counselors shared their culture with 50 Iowa youth; all made a special effort to become acquainted with each camper. Without a doubt, this international camping experience ranks as a significant event in the lives of both the campers and counselors. To document this development, a follow-up questionnaire was sent to all participants in early fall. □

4-H'ers at the Iowa 4-H
Camping Center get their
"passports" stamped in
"customs" during a unique
three-day international
"cruise." Iowa 4-H
cooperated with the Office of
International Services at Iowa
State University to offer the
camp.



Portrait Of A 4-H Forestry Donor

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In 1948, in Shelby County, Tennessee, a young 4-H'er named Steve Ragland met with E. B. Jenkins, an assistant county agent (now retired), to discuss enrollment in a 4-H club.

Ten-year-old Ragland, youngest of 6 children in a tenant farm family, discussed the possibility of a 4-H tree planting project with an Extension forester. The youth was encouraged to plant pine tree seedlings, despite the fact that the only land available on the Ragland farm was severely eroded.

Today, Steve Ragland is a major donor to Tennessee's 4-H forestry program. A founder of a cemetery-mortuary management firm that is one of the largest in the industry, he is co-owner and president of Management Innovators, Inc., a firm which owns and operates cemeteries and mortuaries in several major cities.

How do these accomplishments relate to the 4-H club program of Steve Ragland?

"Over a 20-year period I worked with a few thousand 4-H club members in Shelby County," says Jenkins. "I would say that Steve Ragland was one of about four 4-H club members during that period who were absolutely tops in every 4-H endeavor. Steve had great integrity, and a strong willingness to help younger 4-H club members in their growth and development. This involved such things as putting a record book together, starting a 4-H project, and participating in public speaking activities. Steve was always there and willing to help. He made a real contribution to the total program in the county, especially as a senior 4-H club member."

4-H Forestry Winner

Steve Ragland favored forestry more than any other 4-H club project. In November 1955, he became a national 4-H forestry winner at the National 4-H Club Congress in Chicago. But he gave almost as much time to several other projects including junior

leadership, tractor maintenance, home grounds beautification, and farm safety.

When Ragland was a freshman in high school an accident occurred in the Ragland family.

His mother and father were both seriously injured and hospitalized. Ragland, age 15, had to drop out of school temporarily to manage the family farm.

"With the help of our neighbors, the Agricultural Extension Service, and the knowledge I had gained while working with my 4-H projects, I was able to carry on the farm work," he says. "After the crop was 'laid by' I went to my teachers' houses, made up the school work I had missed, and started back the next year with the same classmates. I think accepting responsibility for our farm greatly influenced my future."

Leader Of Pilgrimage

The 6th Annual United Nations Pilgrimage for Youth, sponsored by the Youth Committee of the Independent Order of Odd Fellows, was carried out in June 1955 with more than 200 selected teenagers and their leaders from nine southeastern states. No one who knew Steve Ragland was surprised to see him selected by acclamation as the pilgrimage chieftain for this outstanding journey.

Currently, Ragland is on the Board of Directors of the Southern Cemetery Association. Due to his expertise, he is continually invited to speak at numerous state, regional, and national conventions and has either chaired or participated as an instructor in various management schools and 4-H forestry seminars.

Since 1976, Steve Ragland has been a forestry 4-H donor for the trip award of the state championship 4-H forestry judging team. This donation funds a week's trip across the state for study of the wood-using industries. Ragland visits with the team and other 4-H club leaders in Memphis, Tennessee, at the awards banquet.

Returning The Favor

"For the many volunteer leaders and others who gave me so much assistance during a long and very productive 4-H club career, the time now comes when in some little way perhaps I can return that favor," Ragland says.

"With adequate prior notice I am available to help young people in various types of leadership and sales seminars. At this juncture in life helping 4-H'ers and other young people is my first priority. There is nothing more rewarding!" □

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Steve Ragland of Shelby County, Tennessee, favored forestry more than any other 4-H club project and was a national 4-H forestry winner years before becoming a major 4-H forestry donor in the state. Here, he examines a loblolly pine stand on his farm in 1955.

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